

**U.S. Department of Education**  
**2015 National Blue Ribbon Schools Program**

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[X] Public or [ ] Non-public

For Public Schools only: (Check all that apply) [ ] Title I [ ] Charter [ ] Magnet [ ] Choice

Name of Principal Mrs. Heidi M.M. King

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Washburn High School

(As it should appear in the official records)

School Mailing Address 305 West 4th Street

(If address is P.O. Box, also include street address.)

City Washburn State WI Zip Code+4 (9 digits total) 54891-0730

County Bayfield County State School Code Number\* 60270040

Telephone 715-373-6188 Fax 715-373-5877

Web site/URL http://washburn.wi.wph.schoolinsites.com/ E-mail hking@washburn.k12.wi.us

Twitter Handle \_\_\_\_\_ Facebook Page Washburn School District Google+ \_\_\_\_\_

YouTube/URL \_\_\_\_\_ Blog \_\_\_\_\_ Other Social Media Link \_\_\_\_\_

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\* Dr. Thomas Wiatr

(Specify: Ms., Miss, Mrs., Dr., Mr.,

E-mail: twiatr@washburn.k12.wi.us

Other)

District Name Washburn School District Tel. 715-373-6188

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board

President/Chairperson Mrs. Christina Sauer

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

*\*Non-public Schools: If the information requested is not applicable, write N/A in the space.*

## **PART I – ELIGIBILITY CERTIFICATION**

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**Include this page in the school’s application as page 2.**

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2009 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2010, 2011, 2012, 2013, or 2014.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

**DISTRICT** (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 1 Elementary schools (includes K-8)
  - 1 Middle/Junior high schools
  - 1 High schools
  - 0 K-12 schools
- 3 TOTAL

**SCHOOL** (To be completed by all schools)

2. Category that best describes the area where the school is located:
- ☐ Urban or large central city
  - ☐ Suburban with characteristics typical of an urban area
  - ☐ Suburban
  - ☒ Small city or town in a rural area
  - ☐ Rural
3. 1 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	25	19	44
10	22	34	56
11	23	21	44
12	23	14	37
Total Students	93	88	181

5. Racial/ethnic composition of the school:
- 17 % American Indian or Alaska Native
  - 1 % Asian
  - 2 % Black or African American
  - 1 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 79 % White
  - 0 % Two or more races
  - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 2%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	3
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	1
(3) Total of all transferred students [sum of rows (1) and (2)]	4
(4) Total number of students in the school as of October 1	185
(5) Total transferred students in row (3) divided by total students in row (4)	0.022
(6) Amount in row (5) multiplied by 100	2

7. English Language Learners (ELL) in the school: 0 %  
0 Total number ELL  
 Number of non-English languages represented: 0  
 Specify non-English languages:
8. Students eligible for free/reduced-priced meals: 27 %  
 Total number students who qualify: 49

#### Information for Public Schools Only - Data Provided by the State

The state has reported that 27 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 26 %  
48 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>3</u> Autism	<u>2</u> Orthopedic Impairment
<u>0</u> Deafness	<u>13</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>23</u> Specific Learning Disability
<u>6</u> Emotional Disturbance	<u>0</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>3</u> Traumatic Brain Injury
<u>4</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>5</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	2
Classroom teachers	12
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	6
Paraprofessionals	4
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 15:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

<b>Required Information</b>	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	91%	93%	93%	90%	89%
High school graduation rate	94%	94%	98%	95%	98%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

<b>Post-Secondary Status</b>	
Graduating class size	33
Enrolled in a 4-year college or university	48%
Enrolled in a community college	30%
Enrolled in career/technical training program	0%
Found employment	12%
Joined the military or other public service	3%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes ☐ No ☒

If yes, select the year in which your school received the award.

15. Please summarize your school mission in 25 words or less: Our mission is to enable students to enter the global society with the knowledge, skills, habits, and attitudes required to be contributing citizens.

## PART III – SUMMARY

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Washburn, a small town on the shores of Lake Superior, is surrounded by forest and nestled in the historic Chequamegon Bay. Just north of town is the Apostle Island's National Park. The Bad River Indian Reservation lies to the east and the Red Cliff Indian Reservation lies further to the north. Although economically depressed, the area provides unparalleled outdoor recreational opportunities, a vibrant cultural life, and a progressive atmosphere. Washburn is a fantastic place to live with its gorgeous walking trails along the lake, public beaches, parks, and ready access to the great outdoors.

The city of Washburn was started by the Bay Land and Improvement Company in 1883, as a speculative business opportunity. The founders envisioned the area as a flourishing shipping and logging mecca. As the loggers and shippers arrived, the need for a school arose. Formal education began in 1885. The booming economy and increasing population resulted in the city voting to expand the school enrollment to include a high school. The first high school students graduated in 1889.

Logging, sawmills, brownstone quarries, and service industries brought a demand for a separate high school building. In 1894, the construction of the Walker High School became a unique part of Washburn's history. The massive brownstone structure, a "temple of learning," towered on the hill above the city and resembled a castle crowned with a tower. This led to a change in the name of the school's mascot from the "Crimson Tide," to the "Castle Guards." Athletes expressed that it was a fitting name, considering their school was the "castle on the hill." The name stuck and our students have been known as Castle Guards ever since.

Over the past 10 years, Washburn has seen a steady decline in population. Currently, our population is 2,098. We are a bedroom community for business and industry, for educational institutions, and for medical facilities located in nearby Ashland and Bayfield. Our beautiful natural surroundings make tourism and hospitality a major economic force. As the county seat, one of our biggest employers is the county courthouse, alongside the school district, and the local grocery store. The median worker income is just over \$21,837. Bayfield County has a 10 percent unemployment rate as of December 2014. Approximately 13.5 percent of the population lives below the poverty level. This is not something we let deter education within the Washburn High School.

Our student population is diverse for such a small town. The high school student body consists of 17 percent Native American, 1 percent Asian, 2 percent black, 1 percent Hispanic, and 79 percent white. Of our student population, 27 percent receive services for special education and 27 percent also participate in the free or reduced lunch program.

Our reputation for providing a quality education and for teaching the whole child has led us to become a magnet for the state's open enrollment program. At present, 7 percent of our students attend WHS from 4 neighboring districts. Another unique segment of the school population includes our international students. Over the past 10 years, our school has hosted an average of 6 exchange students per year from a wide range of countries and 6 continents.

Our school's mission "is to enable students to enter the global society with the knowledge, skills, habits, and attitudes required to be contributing citizens." In a program called HELP, teachers advise a small group of students who will stay together for all 4 years of high school. In this small setting, teachers foster a supportive group-dynamic and guide students as they grow and mature. Our goal is a "Portrait of a Graduate," consisting of a set of traits and skills for all students to strive toward: A Healthy Person, A Socially Responsible Citizen, A Cooperative Individual, A Creative Thinker, A Knowledgeable Person, An Effective Communicator, and A Responsible Learner.

Washburn High School is designated a Green and Healthy School, which demonstrates our progress toward becoming both healthier within our student body and more environmentally friendly. Our students learn about the environment within the classroom and beyond. We take full advantage of our unique region to implement place-based and project-based learning techniques. We have remodeled an old tennis court and

turned it into an environmental learning courtyard that includes a high tunnel green house, a rain garden, a pollinator garden, and an aquaponics lab.

These outdoor classroom sites offer real-life applications for a variety of subjects. Students are involved in growing fresh produce for our school lunch program. We have built these facilities with the capacity to grow a substantial portion of the lettuce and spinach for the daily salad bar. The Washburn community has been extremely supportive in these environmental education efforts and itself became designated as an eco-municipality when the city council adopted the Swedish sustainability framework.

Each year our students look forward to a variety of traditions. In 2014, the winter conditions allowed for the school to take all of the students to visit the Lake Superior ice caves. The students annually take a canoe trip down the world famous Brule River. Every spring, our students participate in a community clean-up as a service project. Our students host blood drives for the local hospital and the Red Cross twice a year.

The trust and respect between the students and staff makes Washburn High School a special place; students graduate from Washburn High School with a sense of pride. Because of their strong ties to their alma mater, a city-wide Homecoming event is held in the community every 5 years. Classes get together, have reunions, and celebrate the school and town of Washburn. A majority of Washburn graduates, coming from all over the country and world, return home for this event.

The students of WHS are challenged academically, with a high level of success. This is evidenced by our ACT composite score of 23.9 in the core courses. Our scores are consistently above the state and national average. In a typical graduating class, 75 to 85 percent of the students choose to pursue a college education. These results stem from a rigorous academic and career education program. Our small school offers transcribed college credits and 4 in-house Advanced Placement courses, with many available on-line options. Over 60 percent of students pass the AP exams.

Our small community and school does have challenges, especially economically, but regardless of economics or any other challenges, we truly believe all students can learn and achieve at high levels. This philosophy is part of what has led to our success as a high school.

## PART IV – CURRICULUM AND INSTRUCTION

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### 1. Core Curriculum:

#### Core Curriculum Overview

Washburn High School is a small school with a highly dedicated and professional staff. We have only 1 or 2 teachers in each curriculum area, which demands a tremendous amount of flexibility and a wide span of expertise. Washburn High School has adopted the Build Your Own Curriculum (BYOC) model to meet educational standards and the needs of our varied student population. Our standards are based on both state standards, as well as the Common Core standards. The flexibility to develop our own curriculum that matches our teachers' expertise, as well as student passions, makes a stronger more vibrant curriculum that fits the needs of our students.

This same flexibility is what feeds our student population, from the highest achievers to those who need extra help. All teachers have attended a Professional Learning Community (PLC) conference and have been trained in PLC practices. Teachers meet twice a week to discuss how best to serve our students. Data from each and every one of our students is closely examined to create an education that fits who they are as a learner.

We foster pride in growth at every level. ALEKS Math and Achieve 3000 are part of our curriculum to help boost students who are below grade level in math and reading. We also offer a unique opportunity called Knowledge Café. It is time at the end of every school day for teachers to work with small groups of students or individuals who may need more time or instruction to master learning concepts. Students may also use that time to redo work or retake tests in order to achieve mastery or even go beyond. They can also receive help from a National Honor's Society student helper. Data drives the area(s) in which students work during Knowledge Café.

We have a tutor on staff and each month we offer Saturday School for any student who wishes or needs to attend. A Building Intervention Team, that includes staff, the student, and parents, is put into place for any student struggling academically, emotionally, or socially. If students need help, we have options to help them. We never leave a stone unturned when it comes to making decisions that can best help students.

#### Science

The Washburn High School Science Department creates a technological and hands on learning environment to ensure that students acquire the essential and advanced skills needed. WHS offers a wide range of classes with direct classroom instruction and the asynchronous mastery approach. Asynchronous mastery provides an opportunity for students to meet learning targets at their own pace. All assignments, videos, etc. are posted to the Google Classroom. Our science labs have recently been updated to state-of-the-art labs fostering hands-on opportunities. We have only 2 science teachers: one is National Board certified and the other is AP certified. They offer our students the highest quality education.

Our curriculum provides classic areas of study which includes: Physical Science, Biology, Chemistry, Anatomy and Physiology, Earth Science, and Ecology. WHS also has classes designed to center on learning about local, state, national, or global environmental and economic issues. Our district recently built a solarium and aquaponics lab to support all of our classic studies as well as designing a class for the study and development of aquaponics. In addition, students have the opportunity to study Zoology (animals in Wisconsin), Chemistry in the Community, Medical Terminology, Project Engineering, Robotics and AP Physics.

Science goes beyond the classroom. For example, students participated in and won, a Physics-in- Action competition at the local college by building a catapult that launched snowballs the furthest. Summer opportunities include frog studies in the Apostle Island's National Lakeshore, and the development of a butterfly garden right outside our school's back door. Several community members participate in the butterfly garden project and our science teachers and students worked directly with the University of Kansas

studying the migratory patterns of monarch butterflies. Science students also worked on a fish growth project with the Ohio State University.

### Social Studies

The WHS Social Studies Department has a rich curriculum encompassing the four core areas, as well as a study of our region on Lake Superior. Our school has a Native American population of 17 percent; thus, our social studies department has designed Chequamegon Bay Studies, a course which focuses heavily on Act 31 requirements, centering on the Chippewa Tribes' treaty rights. Emphasis is placed on linking classroom studies to English/Language Arts standards and project-based learning. Our AP US History class, taught by our AP certified history teacher, has a success rate of 75 percent of students earning college credit after taking the AP exam.

The Social Studies Department also focuses on civic responsibility and citizenship. Throughout the year our students are active in several programs directly related to those responsibilities. Students have the opportunity to be part of Teen Court, in which they act as jurors for juvenile first time offenders. The recidivism rate for those offenders has dropped dramatically since this program was put into place. In conjunction with the University of Wisconsin-Extension, students participate in Superior Days, a program in which they actively take issues of importance in our region directly to government officials in Madison. An important part of helping to educate our student body belongs to the Student Government, which hosted a mock accident during the fall to emphasize the tragic outcome of texting and driving. This project was enhanced by local, county, regional, and state agencies that made the event heartbreakingly real to our students. They also host an annual week and lock-in focused on a substance free life style and positive peer relationships.

### Mathematics

The Math Department meets the diverse needs of our student population with classes from Algebra Readiness to AP Calculus and AP Statistics. Our core classes include Algebra 1, Algebra 2, Geometry, Pre-Calculus, Technical Math, and Life Skills Math. These classes give students the background they need for their future. Strong emphasis is placed on problem solving, abstract reason and critical thinking, communicating mathematically and understanding math as it applies to everyday living or work. Students who are above grade level frequently move quickly to the highest level they can achieve. While in middle school our students may take high school level classes so that they continue to move forward rather than remain stagnant in a class that does not challenge them. This is part of our small school vision. We aim to develop students to the highest level possible. We do not look at the challenges of a small school or economics as road blocks. We always move forward and help our students do the same.

### English/Language Arts

High performing students is a hallmark of the WHS English/Language Arts program. Our ACT and Wisconsin Knowledge Concepts Examination (WKCE) scores over the years reflect that excellence. Students come away with a strong foundation in reading, writing, critical thinking, and communication, both oral and written. Teachers stress the importance of self-knowledge, understanding the human condition through study of literature, and developing a life-long appreciation for learning through the written word.

Core classes meet the needs of those students aiming for technical college, military, or work, as well as those taking the college bound route. Additional classes are offered to round out the curriculum, including independent study opportunities in writing and literature, Yearbook, Science Fiction, Greek Literature, and AP Literature.

Teachers use a variety of methods, technology, and e-textbooks to engage students in discussion, research, and writing outcomes. Literature options are wide and varied. Rubrics are a best practice evaluation tool that help students self-evaluate their writing and work effectively in peer-editing groups.

### College and Career Readiness

College and career readiness is a focus in all curricular areas. Our Career and Technical Education departments include Business and Information Technology, Family and Consumer Sciences, and Technical Education. The high school has also adopted the Gateway Program with neighboring Wisconsin Indianhead

Technical College (WITC). This is an opportunity for juniors and seniors to take college course for both high school and college credit. Students have the possibility of graduating from high school with a college certificate or diploma and the readiness to start a career. Many of our students also take college courses in high school through our Youth Options or Course Options programs.

The district has adopted the Comprehensive School Counseling Model in which students complete in-depth career units. Students are provided access to online resources with a wealth of information and career assessments. Juniors explore post-secondary options such as college, technical college, military, or job options as well as job shadowing possibilities; a school counselor/student/parent conference helps to keep these options viable. Each year, seniors participate in a mock job interview with community members. Each department works together to support students to be contributing members of a global society.

## **2. Other Curriculum Areas:**

WHS offers a multitude of elective courses in fine arts and life skills including visual arts, vocal music, instrumental music, consumer sciences, business education, and career and technical education classes. These classes allow students to explore their interests and, career aspirations, think innovatively, and take creative risks which supports academic growth in other subject areas.

### **Music**

Our Instrumental Music Program offers a performance-based curriculum that progresses sequentially from the fundamental elements of music to advanced techniques and musicianship using the performance repertoire as the vehicle for learning. The instrumental music performance opportunities are diverse and numerous. They include concert band, marching band, jazz ensemble, jazz combo, pep band, and show choir band. Students have the opportunity to take Guitar I and Guitar II as well as other independent music classes. In addition to these performance-based courses, a number of non-performing music classes such as History of Rock & Roll, Jazz Studies, and Songwriting are offered.

Each year, Washburn High School is well represented at the Wisconsin School Music Association State Solo & Ensemble Festival at UW-Eau Claire with numerous solos and small ensembles. The Jazz Ensemble has qualified for the WSMA State Solo & Ensemble Festival 8 times, the Jazz Combo 6 times, and Woodwind Ensembles 6 times in the last 10 years.

Every 2 years the Music Department takes an educational trip which offers an opportunity for music enrichment and discovery, as well as cultural experiences. These trips include performances and clinics with internationally known musicians and music educators, attendance at concerts and musicals, educational tours, and the sights and sounds of big city destinations. Our students have traveled to New York City, New Orleans, Disney World, Branson, Chicago, and Hawaii in past years, experiencing the larger world around them.

The WHS Choral Music Program is well respected throughout our region. The backbone of the high school performing groups is the Concert Choir. Students in this ensemble study a wide variety of choral music from around the world as well as vocal production, music theory, sight singing, and aural training. The Concert Choir has put on several successful Broadway musicals throughout its existence, including: Oklahoma! The Music Man, Fiddler on the Roof, Guys and Dolls, and Little Shop of Horrors. Students from the Concert Choir are welcome to audition for several other ensembles that meet throughout the school year which includes: Fire & Ice Show Choir, Madrigal Ensemble, Northern Attraction Vocal Jazz Ensemble, Men's Ensemble, and Barbershop Quartets. These groups meet and rehearse throughout the year both before and after school and perform for a variety of school and community functions.

### **Foreign Language**

The Spanish and French curriculum focuses on developing communicative abilities in interpersonal, interpretive and presentational modes while enhancing cultural understanding. Classroom activities are engaging and focus on interpersonal communication through games, songs, and conversations. WHS provides opportunities for language and cultural immersion for all students by extending an invitation to attend Concordia College's International Language Immersion Weekends and the Festival of Nations. We

have an eclectic, accepting atmosphere where differences are appreciated. Our upper level foreign language students go to the elementary school to help teach the younger students Spanish basics. This program has helped advance foreign language in our school and allowed a positive learning experience for both our elementary and our high school students.

#### Visual Arts

In the Visual Arts curriculum, the focus is on art from the perspectives of creation/production, history, aesthetics, and criticism. Problem solving and critical thinking are highly emphasized. For a small school, we have an impressive variety of art courses to offer students, allowing them to tailor their learning experience to their interests. Part of what makes us special in Washburn is our community culture, which includes a large number of local artists. These artists are invited into the classroom to share their skills, ideas, and career paths with our students. We are within walking distance of the Washburn Cultural Center art gallery which brings monthly art shows to our community and gives our students access to new and inspiring artwork. Each year we put on an all-school art show at the Washburn Cultural Center, highlighting the varied and talented students in our district.

#### Physical Education

Washburn is a community active in the outdoors. Because of the many outdoor opportunities and a community which is invested in being stewards of our environment, our physical education courses are unique in that they take our students outside all year round. The courses ensure that students learn through experience how to be healthy, active individuals both indoors and out. We offer Personal Fitness, Team Sports, Lifetime Activities, and Individual Activities. Lifetime Activities capitalizes on the phenomenal landscape of the Chequamegon Bay area including ice fishing on Lake Superior, fishing in local lakes, biking, paddle boarding, inline skating, orienteering, snowshoeing, cross country and alpine skiing, and broomball.

#### Family and Consumer Sciences

The Family and Consumer Sciences courses emphasize creating healthy and sustainable families. Course offerings include Independent Study Elementary Volunteer Program, Food and Nutrition, Global Foods, Human Development and Relationships, and Introduction to Food Systems. In these classes, students gain practical life skills with an emphasis on hands-on projects and service learning. From scratch cooking, to learning how to reduce environmental impact, to creating a healthy and clean environment, and even food production in our on-site high tunnel greenhouse, students are challenged to handle many of the perennial issues that they may face in the future in a collaborative learning environment.

#### Technical Education

Our Technical Education and Business and Information Technology Education courses offer students the ability to learn skills necessary for post-secondary success in their daily lives and careers. Classes such as Do It Yourself Tech Ed provide students with the opportunity to develop a variety of home and auto maintenance skills, Construction Systems and Metal Processes provide opportunities for skill exploration and development as well as critical thinking and problem solving skills and helps to build self-esteem and confidence. Our students are also able to take college courses in Welding, Machine Tool, and Marine Repair.

#### Business and Information Technology

Business Education classes include Personal Finance, Accounting I and II, Information Processing, Management, Marketing, Business Occupations, Introduction to Business, and Computers in Society. All 8 of these classes are articulated with Wisconsin Indianhead Technological College in which students can receive transcribed college credits or advanced standing. The Business Ed program gives students the skills necessary for handling information in a fast moving technical age. The curriculum builds a solid base for a business setting, and teaches personal financial literacy to manage finances. The Business Education Department offers many independent courses to cater to the interests and needs of our students, post-secondary demands, and career trends.

### **3. Instructional Methods and Interventions:**

#### **Instructional Methods and Interventions**

A variety of our classes are mixed grade level classes and include thinkers of all varieties and levels. Information is presented to students in several different ways to make sure all different types of learners needs are met. Teachers spend extra time, outside of the school day, to work with students on key techniques. Our staff sees the importance for students to not only view them as their teacher, but also as someone who is a life-long learner and as someone who helps provide experiences for them that will lead to successes in the future.

Our Special Education program has created programs for students that help them gain skills needed to be successful. For example, our SPED students, with the help of instructors, created and participate in a program called Shiny Knights. In this program, the students have been involved in ordering recycling bins and distributing them in the school and to local businesses. They collect the shiny paper from the school and businesses and then bring it to a recycling center. This allows them to interact with the business employees and gain communication skills. They get paid by the pound of paper from the recycling center, helping them gain math and financial skills. They use the money earned to gain needed life skills such as purchasing items, ordering and eating at a restaurant, or donating to someone in need. The Shiny Knights program is a perfect example of how we use instructional methods to meet the unique needs of our students.

Technology is a fundamental part of our curriculum. It is viewed as vital to daily learning. Each class is equipped with multiple technological platforms. For example, in our Art Department, we can essentially bring the museum to our classroom, or view demonstrations by artists from around the world. New to our art program this year is a 3D printer; students are excited to use software to design items that can be printed in three dimensions. 3D technology assists our physically challenged students to develop an image using computer software and then to create their art work via the 3D printer.

Instructors use ongoing, informal, and performance assessments to monitor student progress. Informal assessments during class activities allow the opportunity for immediate feedback. Instructors often correct homework with students so they get immediate feedback and can learn to correct their own mistakes. Homework is practice, so students need the opportunity to make adjustments and corrections as they go.

The Washburn High School uses a variety of intervention strategies. Some of them include ALEKS Math, Achieve 3000 for literacy, and Wisconsin Virtual School for credit recovery or to help build needed skills. These are all programs that students can work on during the school day, but can also access online and work on in their free time. Our school uses the WCKE, ACT Aspire, and STAR testing to help determine areas in which students are not achieving at grade level or higher. We also have an intervention time built into the day - Knowledge Café - where students work with content-specific instructors in a small group setting to improve needed skills. Our school has a Gifted and Talent program for students whose academic levels are above norms to ensure the highest levels of learning.

Because we always put student needs first, the environment in Washburn High School is one in which all students can learn and thrive. We are always willing to try new things and ideas in order to help our students. Because of this, many of our students are the first to go to college in their family. Student needs are always the priority. That is one of the reasons why, even though faced with several difficulties, our students are so successful. Washburn High School creates a culture of learning and success.

## **PART V – INDICATORS OF ACADEMIC SUCCESS**

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### **1. Assessment Results Narrative Summary:**

#### **Assessment Results Narrative Summary**

At WHS, we use the state-mandated WKCE, ACT Aspire, the ACT, and STAR testing. On the WKCE and STAR testing, students are scored using four categories: advanced (exceeds grade-level), proficient (grade level), basic and minimal (below grade level). The school's goal is to have all students in the advanced/proficient level. In 2009-10, Washburn students scored over 31 percent higher than the state average in reading, while in math Washburn High School scored 8 percent higher than the state average. In 2013-14, Washburn students' proficiency level grew even more, outscoring the state average in reading by 33.8 percent and outscoring the state average in math by 17.1 percent.

WHS continually meets annual measurable objectives for proficiency in reading, math, graduation rates, and attendance. According to the 2013-2014 Department of Instruction State Report Card, the attendance rate for all students is 96.8. It is 96.3 percent of economically disadvantaged students. The 6 year cohort graduation rate for economically disadvantaged students is 96.3 percent. For all students it is 98.3 percent. We continue to improve our state testing scores. Our 2013-2014 state report card showed an 18.9 percent increase in the advanced category for reading. The state growth was 0.7 percent. Our math scores increased by 10.1 percent in 2013-2014 from the previous year. The state growth was 0.1 percent. Although we have a diverse population and a very high economically disadvantaged population, our students continue to not only meet, but exceed standards.

We continually look for ways to improve the learning for all our students. We recognize that there are slight achievement gaps in the data of students with disabilities, Native American students, and students that receive free and reduce lunch. Measures we have taken to help close the achievement gap include, hiring both a behavior coach and math specialist within the district. This allows students to work one on one with an individual to help them in an area in which they struggle. We also created a program called Knowledge Café that allows teachers to work with students in small groups in order to assist them in mastering concepts. One of the most important measures we took as a district was sending all of our staff to a Professional Learning Community institute. The philosophy taught at PLC trainings reinforces the idea that all students can learn and achieve at high levels. Our staff embraces that philosophy and strives to make sure ALL students learn regardless of barriers.

### **2. Assessment for Instruction and Learning and Sharing Assessment Results:**

WHS uses a variety of assessment methods and has found data to be critical to successful student growth. Teachers have constant access to data and meet twice a week in their Professional Learning Community groups to discuss data and to create student learning plans. This data is also used at the district and building level to create S.M.A.R.T (specific, measurable, achievable, results-oriented, and time-bound) goals for each school year. There are several assessment tools that we use at WHS: STAR Reading and Math, Achieve 3000, PLAN tests, pre-SAT, pre-ACT, ACT, and ACT Aspire. We also use assessments, such as ASVAB and Accuplacer to determine students' readiness for military and technical careers.

This data is used in a variety of ways and discussed in PLC groups. All student's data is analyzed and a learning plan for each student is created, whether they need extra help in all areas, in 1 or 2 areas, or if they needed acceleration. Teachers are constantly communicating with each other about what data shows as a strength or deficit for a student. Those strengths or deficits can then be addressed in all classes. Communication between our teachers is key, but that communication does not just stop at teachers. Teachers have the opportunity in their HELP classes to share that information with students. They can have a conversation with the student about their needs and in what ways that can best help them.

Our connection and communication with parents is a vital part of our school's success. Keeping the flow of information between the school and parents allows us to best help students achieve at high levels. Parents

are frequently reached with information about their child. All standardized test results are mailed home and parents have the opportunity to meet with the school counselor or HELP teacher to discuss the results.

Communication with the community is key and is part of what makes Washburn High School so unique. We use news media to frequently inform the community of the school's progress. The district also holds a State of the District Address each year. Although common in many areas, this is unique to a small school in our region. The High School also sends out quarterly news letters to the community. We use our high school website to post our Department of Instruction School Report Card. Facebook has been vital to sharing school information with the community and beyond, as well. We also include the community in surveys regarding the direction and vision of our school. They have been vital stakeholders in moving our school forward.

## **Part VI School Support**

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### **1. School Climate/Culture**

One of the most important aspects and keys to success at Washburn High School is our emphasis on the importance of building relationships with students. There is a palpable sense of caring and respect that reverberates through the school. The Washburn High School environment is, and always has been, very safe, positive, and supportive. Students at Washburn feel welcome and have a sense of belonging. There is mutual respect between students, staff, and administration, which by design, is an atmosphere which allows individuals to take risks, have fun, and work hard toward a common goal. This shows by our students' high achievements, even though they face obstacles, such as poverty.

Washburn High School's climate is a friendly, open environment where students confer with one another and frequently share their successes and challenges, supporting social growth and communication. Likewise, they have the opportunity to express personal feelings and ideas. Being creative and sharing personal work takes courage, and students at Washburn High School continually show emotional growth in this way.

We have supportive staff who are advocates for students with disabilities. Instructional assistants, along with teachers in the general education classroom, help students use effective scaffolding strategies. All teachers, support staff, and administration work to meet the needs of students by providing thoughtful feedback and by being willing to suggest and implement accommodations that support students in the general education setting.

Students' growth is supported in the classroom by creating an environment where they feel their voices and perspectives are heard and valued, and this is also present in the faculty community where ideas and input is valued throughout the staff. When engaged in class, students are constantly using higher order thinking skills to construct solutions to problems that have many different answers. Being able to think innovatively and take creative risks is something that definitely supports academic growth in all subject areas. Critical thinking is a vital skill employers are looking for in prospective workers.

For a small school, we have numerous extra-curricular activities in which our students can participate. We offer 10 different sports for both boys and girls. We have Quiz Bowl, Forensics, Visual Arts Classic, FCCLA, Student Government, Ecology Club, International Club, National Honor's Society, and Skills USA. There are also abundant extra-curricular music and theater opportunities. Although we are a small school, we continue to offer our students the ability to express themselves, with many available opportunities. We understand learning does not only take place within the school walls, but also during these extra-curriculars. They help create well-rounded students with a variety of needed skills.

Washburn High School gives students a safe place to experiment with, improve upon, and showcase their skills, which in turn, builds confidence. There is a sign in the art classroom that reads, "If you're making mistakes, it means you're out there doing something." At Washburn High School, we support the idea that everything we do, successful or not, is an experience in which to learn. Together, successes are celebrated, and if an individual is struggling, that person is supported. This school is very unique in the friendship and caring that everyone -students, staff, and administration - has for one another.

### **2. Engaging Families and Community**

Washburn High School considers families and the community a vital part of the education process and includes them in countless ways to provide the best possible education for our students. Washburn's school and community culture is one that is very supportive. Although we have a very old school building, built in the 1940's, the community has continued to support updating the building with the latest technology, a high tunnel green house, an aquaponics lab, new science labs, and various projects that make the historic building feel like a warm and inviting place to learn.

From the very beginning, the involvement of our parents, whether it be encouraging their son/daughter to learn to play a band instrument, investing in the purchase of needed equipment or supplies, or attending the many activities our students get involved in, is critical to the success at Washburn High School. Many parents have volunteered to help with items such as altering costumes for our show choir, setting up and tearing down sets after musicals and other events, or opening their studio to the art department so our students can learn about printmaking. Families also help organize and coordinate numerous fundraisers, which are vital to a small school with a disadvantaged population. Succinctly put, Washburn High School programs would not be the same without the support of the families.

Communication is the key and a very high priority. Whether by mail, e-mail, phone or social media, no stone is left unturned in attempting to keep the parents informed about every aspect of their son/daughter's education and the opportunities available to them.

The community is another integral part that makes Washburn High School so successful. There have been many successful partnerships created with the community that enhance the education of our students. We have partnerships with the three local colleges, which include a community college, a technical college, and a 4 year college. We also have connections with the UW-Stevens Point Northern Aquaculture Research Center, which has helped provide resources and educational experiences for students. UW-Extension, the Bayfield Regional Farmer Cooperative, and Northland College have all been partners from the community that have assisted the Washburn High School start our high tunnel and green space at our school.

Our partnership with Wisconsin Indianhead Technical College, called the Gateway Program, has allowed students in our Technical Education program to go to WITC and take courses in their junior and senior year; this allows them to leave high school with a college certificate and 21st century job skills.

Washburn High School also embraces Service Learning as part of a well-rounded curriculum. Service Learning is a learning strategy that incorporates meaningful community service with instruction and reflection. This initiative has provided students with countless opportunities to work with the community and has really helped develop a strong relationship with the community. As part of our service learning program, students participate in a minimum of 10 hours of service learning each year. If they reach 80 hours for their high school career they receive special recognition on their diploma and at graduation. Many students far exceed 80 hours. Students participate in such activities as volunteering at the Big Top Chautauqua, a world famous musical venue and working with local farmers in our Agripreneur Program, which includes planning, growing, and selling produce. These types of programs help grow the whole student. These unique factors are part of what makes Washburn the premium educational institution of the region.

### **3. Professional Development**

Washburn High School's professional development is one that is based on staff goals centered on Charlotte Danielson's four domains: Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibility. Each year the district sets S.M.A.R.T (specific, measurable, achievable, results-oriented, and time-bound) goals. Using those goals, the high school sets their S.M.A.R.T. goals. The instructional staff then sets their goals in their professional development plan. This includes a self-reflection in each domain, goal setting in each domain, and then an action plan on how they will meet those goals. In this method, we treat staff as trusted professionals that will work for the good of the students and school.

A major part of Washburn High School's professional development in the last 3 years has been focused around Professional Learning Communities (PLC's) Each staff member has been able to attend a conference on PLC's and the work of Rick and Becky DuFour. Professional Learning Communities has been an educational philosophy our staff has embraced and has helped us grow as a school academically and culturally. We truly believe that all students can learn and achieve at high levels. This is a philosophy

that has always been important to Washburn, but is now more apparent than ever. Our growth in student achievement is a sure indicator this philosophy is working.

Another part of our professional development has focused on Build Your Own Curriculum (BYOC). Staff members have been able to attend 3 years of training centered on building curriculum and assessments. Teachers are empowered to work within the state/national standards to provide a curriculum that is centered on students' needs. We do not purchase one curriculum, because we know it will not fit the needs of every student.

We have worked with our local Cooperative Educational Services Agency (CESA) to provide for curriculum development. Each month a curriculum specialist comes to our district to help teachers reflect on their curriculum and make any needed changes. The curriculum specialist also works as a teacher coach to assist teachers to make sure they are providing instruction in the most meaningful way possible.

Another major part of professional development at Washburn High School has been centered on intervention and acceleration. Each staff member has been trained in differentiation and in the use of programs such as Achieve 3000 and ALEKS Math. These programs have helped teachers provide meaningful instruction to students at various academic levels.

#### **4. School Leadership**

School leadership is focused around students and staff feeling they belong, have a safe environment in which to learn and work, and have people around them that care about them. We often refer to ourselves as a family.

The principal's role is to empower the staff and students to achieve at high levels. As an instructional leader, the principal encourages both students and staff to be critical thinkers and to take educational risks. The principal works with all stakeholders to ensure district and school goals are being met. The principal makes sure the individual needs of each student and staff are being met and that they have the needed resources available to meet their needs. Finally, the principal ensures students are getting the required skills to compete and succeed in a 21st century, global world.

Other school leaders at Washburn include people such as our District Administration/Pupil Service Coordinator, our Building and Grounds Director, our Food Service, and our Green and Healthy Coordinator. All have a role in our school district that makes it a very successful small rural school in spite of the high rate of poverty and diverse demographics.

Our District Administrator/Pupil Services Coordinator has similar responsibilities to the principal, but has an even larger role in being a liaison to the School Board and community. He also focuses on the financial needs of the school and balancing needs with fiscal responsibility. In his role as Pupil Services Coordinator, he ensures our programs are meeting the needs of the students, focusing on those with disabilities.

The Building and Grounds Director has an important role as a leader of our school as well. In his role, he ensures the students have a safe building in which to attend school. He makes sure that our school is warm, inviting, and aesthetically pleasing. This enhances the learning environment and makes school a place where students want to come and learn.

Our Food Service Director and Green and Healthy Coordinator also have a leadership role in our school. The Food Service Department is seen as an extended learning environment. Students are encouraged to try new foods through the Harvest of the Month program, in which local produce is featured in a new recipe each month. Sometimes the produce is purchased from a local farm and sometimes it is grown by students in the school garden or high tunnel. We also partner with a local dairy farm, Tetzner's Dairy, for our milk, the local bakery, Coco, for our bread and buns, and a local orchard, Hausers', for apples and berries, which are all used in our food service program. The Food Service Department enhances learning by showcasing

foods from around the world during our International Week. During this week, our exchange students give a presentation on their country and culture to our whole high school. We then eat a lunch with their cultural traditions and food created and cooked by our food service department and planned by our exchange students.

Other stakeholders include our families and community. Through the implementation of programs such as service learning, we provide education in a variety of formats to help students achieve at high levels. The Ashwabay Outdoor Education Foundation transports students after school, twice a week, to areas where they can enjoy outdoor activities. This is an opportunity for students to learn in an environment outside the school walls. StageNorth, a local theater, partners with the school to provide opportunities for students in the arts, including direction, sound, props, and acting. These are just a few of the examples of the connection of stakeholders to student achievement. At Washburn High School, learning truly never stops, and we all work together for the benefit of our students. Learning is valued and appreciated by all our stakeholders, and it is what makes us an extraordinary school!

## PART VIII - ASSESSMENT RESULTS

### STATE CRITERION--REFERENCED TESTS

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Wisconsin Knowledge and Concept Examination</u>
<b>All Students Tested/Grade:</b> <u>10</u>	<b>Edition/Publication Year:</b> <u>2014</u>
<b>Publisher:</b> <u>State of Wisconsin</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Oct	Oct	Oct	Oct	Oct
<b>SCHOOL SCORES*</b>					
Proficient and above	66	45	42	41	55
Advanced	20	9	8	8	5
Number of students tested	44	33	40	39	42
Percent of total students tested	100	100	98	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	5	0	2	3	2
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient and above	50	36	31	33	41
Advanced	7	9	0	13	0
Number of students tested	14	11	13	15	17
<b>2. Students receiving Special Education</b>					
Proficient and above	30	22	27	25	0
Advanced	10	0	9	25	0
Number of students tested	10	9	11	4	12
<b>3. English Language Learner Students</b>					
Proficient and above					
Advanced					
Number of students tested				1	1
<b>4. Hispanic or Latino Students</b>					
Proficient and above					
Advanced					
Number of students tested			2		
<b>5. African- American Students</b>					
Proficient and above					
Advanced					
Number of students tested	1				
<b>6. Asian Students</b>					
Proficient and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Advanced					
Number of students tested			1		1
<b>7. American Indian or Alaska Native Students</b>					
Proficient and above	80	25	50	33	40
Advanced	20	0	0	0	0
Number of students tested	5	4	4	3	5
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>9. White Students</b>					
Proficient and above	66	27	38	40	29
Advanced	7	0	0	7	6
Number of students tested	14	11	13	15	17
<b>10. Two or More Races identified Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient and above					
Advanced					
Number of students tested					

**NOTES:**

# STATE CRITERION--REFERENCED TESTS

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Wisconsin Knowledge and Concept Examination</u>
<b>All Students Tested/Grade:</b> <u>10</u>	<b>Edition/Publication Year:</b> <u>2014</u>
<b>Publisher:</b> <u>State of Wisconsin</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Oct	Oct	Oct	Oct	Oct
<b>SCHOOL SCORES*</b>					
Proficient and above	75	39	50	44	67
Advanced	25	6	2	5	17
Number of students tested	44	33	40	39	42
Percent of total students tested	100	100	98	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	5	0	2	3	2
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient and above	64	27	38	40	29
Advanced	7	0	0	7	6
Number of students tested	14	11	13	15	17
<b>2. Students receiving Special Education</b>					
Proficient and above	40	33	27	25	17
Advanced	10	0	0	25	0
Number of students tested	20	9	11	4	12
<b>3. English Language Learner Students</b>					
Proficient and above					
Advanced					
Number of students tested				1	1
<b>4. Hispanic or Latino Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>5. African- American Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>6. Asian Students</b>					
Proficient and above					
Advanced					
Number of students tested			2		
<b>7. American Indian or Alaska Native Students</b>					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Proficient and above	60	0	50	33	20
Advanced	20	0	0	0	0
Number of students tested	5	4	4	3	5
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>9. White Students</b>					
Proficient and above	79	45	52	44	75
Advanced	26	7	3	6	19
Number of students tested	38	29	33	36	36
<b>10. Two or More Races identified Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient and above					
Advanced					
Number of students tested					

**NOTES:**